



South-East Europe and Mediterranean Regional Seminar on Global Development Education

Follow-up meeting

Romania

16 November 2017

Concept Note

In partnership with:



MINISTERUL EDUCAȚIEI NAȚIONALE

BACKGROUND

In the framework of the Joint Programme between the European Union (EU) and the Council of Europe to promote Global Development Education (GDE) in new EU member States and candidate countries¹, the North-South Centre of the Council of Europe (NSC) is continuing to develop a cycle of regional seminars and follow-up meetings to monitor the recognition and implementation of GDE in the Balkan, Baltic, South-East Europe and Mediterranean, and Visegrad countries between 2016-2019. This monitoring process follows on the strategic recommendations of the 3rd European Congress on Global Education organised by the NSC in Zagreb, 2015, and on the Council of Europe [Recommendation CM/Rec \(2011\)4](#) on education for global interdependence and solidarity.

This annual GDE monitoring process is in line with the Council of Europe Action Plan on Building Inclusive Societies (2016-2019); the Standing Conference of Ministers of Education held in April 2016 under the theme "Securing democracy through education"; and with the Conference organised by the Cypriot Chairmanship of the Committee of Ministers "*Education: a safe option to Democracy*", (Nicosia, March 2017).

It is also in line with UNESCO efforts to make progress towards Target 4.7 referring to Global Citizenship Education monitoring 4, in the framework of UN 2030 Agenda for Sustainable Development (UN Agenda 2030).

By bringing together practitioners and decision-makers to exchange and jointly discuss existing perspectives and further developments on the concept and practice of GDE, in terms of policy making, curriculum development, pedagogical support and advocacy, the NSC contributes to the recognition and practice of GDE in the South-East Europe and Mediterranean (SEE-Med) region.

The seminar is organised and implemented by North-South Centre of the Council of Europe with the support of the European Commission (EC) and in partnership with NSC South-East Europe and Mediterranean regional partners from Romania (FOND, as implementing partner); Bulgaria (Open Education Centre-OEC); Cyprus (CYINDEP); Malta (SKOP); Slovenia (SLOGA) and in coordination with the Ministry of Education of Romania. The follow-up meeting will take place in Romania following its accession to the NSC in September 2016.

ACTIVITY DESCRIPTION

Introduction to the activity

The follow-up meeting of the South-East Europe and Mediterranean Regional Seminar on GDE (Sofia, Bulgaria, December 2016) will bring together approximately 30 practitioners and decision-makers from Bulgaria, Cyprus, Malta, Romania and Slovenia to assess the level of implementation of the recommendations agreed in Sofia in the field of GDE policy and curricula development, pedagogical support and advocacy, in accordance with Zagreb Congress strategic recommendations.

Each national delegation shall include five to six participants representing formal/non-formal education sector; CSO platform; local authorities; parliamentary commissions on education,

¹ Ilegend-Intercultural Learning Exchange through Global Education, Networking and Dialogue - PA Grant agreement between the European Commission and the Council of Europe – signed in July 2016

Ministry of Education (MoE) and/or of Foreign Affairs (MFA); and the national coordinator of the NSC GE network.

These delegations correspond to national multistakeholder task forces established at national level to facilitate the monitoring process along the year through regular mid-term meetings and a regular consultation process.

During the one-day meeting, and based on Sofia GDE regional seminar report and on the outcomes of the annual task-force meeting(s), participants will review the state of advancement of Sofia recommendations through three sessions dedicated to Policy Making and Curriculum Development; Professional development of educators and quality support; Awareness raising and pedagogical tools.

Targeted outputs:

- Progress made in relation to Sofia's GDE regional seminar recommendations is measured and issues at stake are identified;
- Strategies for the recognition and promotion of GDE developed since are shared;
- Complementarities between existing education national policies and the Zagreb Congress strategic recommendations and with CoE framework of competences for democratic culture are acknowledged;
- A monitoring calendar, with benchmarks, is agreed until the next follow-up meeting in 2018.

Targeted outcomes:

- Common challenges and practices in GDE in the SEE-Med countries are identified and regular national follow-up meetings of the multistakeholder task forces are agreed;
- GDE as an integral part of education and of development policy is promoted through regular assessment of the progress made in the field of Policy Making and curriculum Development;
- Opportunities to develop joint action and collaboration within and beyond the SEE-Med countries are discussed and planned through regular meetings between the regional NSC GE network coordinators / GE working groups of the national CSO platforms;
- Recommendations and priorities for furthering GDE in the SEE-Med countries are established and benchmarked until 2018.

Targeted group(s):

- Formal and non-formal educators;
- CSO platform;
- Local authorities²;
- Parliamentarian commissions on education³;
- Ministries (MoE and/or MFA)⁴;
- National coordinator within the NSC GE network

² In accordance with the CoE [Congress of Local and Regional Authorities](#)

³ In accordance with the CoE Council of Europe Parliamentary Assembly: [Committee on Culture, Science, Education and Media](#)

⁴ When possible, in accordance with [GENE-Global Education Network Europe](#) representatives

Working language

English will be the only working language of the follow-up meeting and no interpretation to other languages is foreseen. The follow-up is intended to be interactive and thus only participants with relevant level of English will be selected to participate.

VENUE

Hotel Minerva, Bucharest, Romania

PROGRAMME

8.30 – 9.00	Registration
9.00 – 9.30	Introduction Host authorities European institutions (NSC & EC) Key note speaker
9.30 – 10.45	Overview of the GDE context in Bulgaria, Cyprus, Malta, Romania and Slovenia <i>10' presentations, and 20' Q&A session</i>
10.45 – 11.15	Coffee-break
11.15	Working sessions addressing regional GDE state of art and priorities in the areas of: 1) <i>Policy making and curricula development;</i> 2) <i>Professional development of educators and quality support;</i> 3) <i>Awareness raising and pedagogical tools</i>
11.15-12.30	<i>Policy making and curricula development</i> - 5-7 min. intro by speaker and moderated discussion
12.30 - 13.45	<i>Professional development of educators and quality support</i> - 5-7 min. intro by speaker and moderated discussion
13.45 - 14.45	Lunch
14.45 - 16.00	<i>Awareness raising and pedagogical tools</i> - 5-7 min. intro by speaker and moderated discussion
16.00 – 17.00	Discussion in stakeholder groups (policy-makers; educators, CSO representatives) on: common challenges and opportunities, and possible follow-up actions.
17.00 - 17.30	Coffee-break
17.30 - 18.30	Conclusions, common action points from content and stakeholder perspective. Next steps, operational recommendations with benchmarks for implementation until next follow-up meeting in 2018
18.30 - 19.00	Closing

BACKGROUND DOCUMENTATION

- GDE SEE-Med regional seminar (Sofia, December 2016) [Final report and Recommendations](#)
- 3rd GE Congress Strategic Recommendations: [Final Recommendations](#)
- 3rd GE Congress Report: [Final Report](#)
- 3rd GE Congress Background documents
 - [GE national seminars: 2013-14 overview](#)
 - [GE regional seminars: 2013-14 overview](#)
 - [Global Education Survey - Evaluating the 2012 Lisbon Congress Thematic Recommendations](#)
 - [Youth Global Skills Survey - Exploring Youth Skills for the 21st Century from a Youth Perspective](#)
- North-South Centre [Global Education Guidelines](#)—a Handbook for Educators to Understand and Implement Global Education, Lisbon 2012 (2008)
- Council of Europe Recommendation [CM/Rec\(2011\)4](#) of the Committee of Ministers to member states on education for global interdependence and solidarity, Strasbourg 2011;
- Council of Europe [framework of Competences for Democratic Culture](#), Strasbourg 2016
- White Paper on Intercultural Dialogue: “[Living Together As Equals in Dignity](#)” Strasbourg, Strasbourg 2008

APPENDIX 1

Institutional partners

The seminar is taking place in the context and with the support of the Grant Agreement signed between the European Commission and the Council of Europe (iLEGEND-Intercultural Learning Exchange through Global Education, Networking and Dialogue), which aims at promoting GDE in the new member states of the European Union as well as in EU candidate and acceding countries.

Regional partners

[Bulgaria Open Education Centre Foundation](#)

Open Education Center is a leading NGO in the field of Education for Democratic Citizenship and General Education developing New Educational Technologies, Models of Educational Changes Management, Programs for Civic Education, Professional Development of Teachers, Programs for Training and Development of School Boards and NGOs, with more than 50 publications on Civic Education. Working with Council of Europe, UNESCO and UNDP , Open Education Center have developed National and Regional Programs in the field of Education for Democratic Citizenship, Human Rights Teaching, Intercultural Cooperation, Entrepreneurship Education, Education in Sustainable Development, etc. Open Education Center had facilitated the development of a Network of youth educational centers, which has become in a significant coalition for the educational changes in the country. The centers are independent NGO's with growing influence in the local communities. Open Education Center and the network Open Education organize trainings in all center's programs, in development of educational projects as well as training and consulting of NGOs.

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CYINDEP – Cyprus Island-Wide NGO Development Platform

CYINDEP was established in 2009 with the signing of a Memorandum of Understanding between the Greek Cypriot NGDO Platform 'The Development' and the Turkish Cypriot Platform Cyprus NGO Network. This agreement and its accompanying Foundation Charter constitute the basis for the operation of CYINDEP, which aims to bring together NGOs working on international development, development education and development cooperation in order to improve the effectiveness of their work and advocacy.

Its mission is to bring together NGOs working on international development issues and active global citizenship, to assist them in building their capacity, improve the effectiveness of their work and advocacy, as well as to network more effectively both locally and globally. CYINDEP is a member of the European NGO Confederation for Relief and Development (CONCORD), of TRIALOG and of the NSC Global Education Week network.

CYINDEP implemented an EU Presidency Project for the Cypriot EU Presidency in 2012 entitled 'Solidarity in Change – Development in a Time of Transition. CYINDEP was also the National Beneficiary for the European Year for Development 2015 National Work Programme for Cyprus.

CYINDEP is participating in the Interdepartmental Committee of the Ministry of Education and Culture on Global/Development Education, while it has also established a good collaboration with the Department of Development Cooperation and Humanitarian Assistance of the Ministry of Foreign Affairs. In the last couple of years, CYINDEP has been less active, partly for funding reasons and partly because of less engagement of the constituent members, but it is still maintained on a smaller scale and on a voluntary basis by a few committed individuals.

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SKOP – National platform of Maltese NGDOs

SKOP is the National Platform of Maltese NGDOs and is Malta's broadest network of voluntary and non-governmental organisations working in international development cooperation and humanitarian aid. SKOP was founded on 26 June 2001, on the initiative of Kopin (Koperazzjoni Internazzjonali - Malta), and now has 15 members and 3 associate members. It is officially recognised by the Maltese Ministry of Foreign Affairs (MFA).

The Platform aims to improve Malta's contribution to international development cooperation by promoting the exchange of experiences, ideas and information amongst its members, between networks of NGOs in Malta and internationally. It also represents its members with the Maltese Government and other Maltese bodies with an interest in international development cooperation and humanitarian aid.

As an active founder-member of the pan-European NGDO confederation CONCORD, SKOP has a key role in advocating with the European Union about its development policy. It is also a member of TRIALOG and of the NSC Global Education Week network.

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FOND – Romanian NGDO Platform

FOND strategy aims at supporting and developing awareness campaigns targeted both for the general public and for the public institutions involved in programming and giving assistance for development and relief, working in close contact with organizations and local experts from the older and newer EU member states. In order to achieve all these objectives, FOND aims to develop its members' capacity and to establish the framework for dialogue and real partnership with all the relevant national governmental institutions and European actors.

FOND members are active in the fields of Development Education, Education and professional training, Democracy and Good Governance (including Human Rights and Child Protection) and Health, and cooperate with neighbouring countries (Moldova, Georgia, Ukraine).

FOND is a member of CONCORD, of TRIALOG and of the NSC Global Education Week network.

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SLOGA – Slovene NGO platform for development, global education and humanitarian aid

SLOGA is a platform of non-governmental organizations (NGO), which work in the field of international development cooperation, global education and humanitarian aid. The aim of the platform is to connect and strengthen the partnerships among Slovenian NGOs, which are active and/or are raising awareness of Slovenian and European public about uneven distribution of global wealth and subsequent significance of global solidarity and interdependence.

Main task of SLOGA is to monitor and actively cooperate in the design, implementation and evaluation of Slovenian and European policies of international development cooperation, with the aim of advocating for the public interest on the field of social balance and responsibility, respect of human rights, equal opportunities, education, solidarity, sustainable development and greater integration of vulnerable social groups into decision-making processes in the context of development cooperation. Thus, SLOGA actively cooperates with political decision-makers and representatives of Slovenian media.

To better inform general public and to raise awareness about human rights, social unbalances, gender inequalities, migration and other development issues, SLOGA has carried out several successful awareness raising projects and public campaigns that resonated also in the media and had a positive impact on decision makers.

SLOGA is organizing education and training activities for development NGO's, is informing relevant stakeholders about contemporary issues on national, European and global level on weekly basis, is linking NGOs in the consortium partnerships for joint candidatures for European and national calls, and is encouraging all interested stakeholders to cooperate in SLOGA's working groups.

SLOGA is also a national coordinator of Global Education Week, an awareness raising event in November around Europe, which encourages pupils and teachers as well as youth groups to explore educational activities for global citizenship. It is a matter of addressing issues of diversity and inequality at the local as well as at the global level with an understanding of the core issues of global citizenship:

- o awareness of the wider world and of our own role as a world citizen;
- o attitudes of respect for diversity and intercultural communication skills;
- o ability to take action to make the world a more equitable and sustainable place;
- o responsibility for our own actions.

SLOGA is also among others an active member of:

- CONCORD (an European confederation of Relief and Development NGOs; made up of member organisations: 28 national associations, 20 international networks and 3 associate members that represent over 2,600 NGOs, supported by millions of citizens across Europe),
- EADI (the European Association of Development Research and Training Institutes; the leading European network in the field of development research and training. EADI is a Europe-wide network of institutes, researchers and students of various disciplines in the field of development studies. It organises activities and offers facilities for the international exchange of knowledge and experience in the professional field),
- IFP (the International Forum of National NGO Platforms brings together 64 national platforms from Africa, the Americas, Asia, Europe and Oceania and 6 regional coalitions, which together account for more than 22,000 organizations. The members of global network work together through a shared vision and common values: the defence of human rights, the inclusion of the most vulnerable populations, the fight against inequalities and injustice, as well as the eradication of poverty and sustainable development).
- Anna Lindh Foundation (an inter-governmental institution bringing together civil society and citizens across the Mediterranean to build trust and improve mutual respect and understanding between cultures and to support civil society working for a common future for the region. As a contribution to the creation of a space of prosperity, coexistence and peace, the ALF works to restore trust in dialogue and bridge the gaps in mutual perceptions, as well as promoting diversity and coexistence).
- SDG watch Europe (a new, EU-level, cross-sectoral CSO alliance of NGOs from development, environment, social, human rights and other sectors. Its goal is to hold governments to account for the implementation of the 2030 Agenda for Sustainable Development (SDGs)).

more: www.sloga-platform.org

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Updated background information on SEE-Med countries

BULGARIA

A new Educational law has been passed in 2016 which envisage the inclusion of relevant issues, such as, civic education, health education, intercultural education and environmental education in Curricula. Initially global education as well was on the list but has been dropped from the final text of the Law.

Nevertheless in art.5 Basic objectives of the pre-school and school education par.11 states "acquiring competences for understanding of the global processes, trends and their interconnections". Unfortunately global education as a logical consequence from the Law statements has not been defined as a separate subject field and therefore no national educational standards have been elaborated. Thus we could discover some GE standards in Civic Education standards like "Globalization, pluralism, tolerance" where "the student should be aware of the predefinition of such key concepts as peace, war, terrorism, justice...and of some of some global problems as refugees crisis, environmental problems and climate changes".

Under the new Law of Education in High schools is possible to present Global Education courses as selective subjects which is a step forward.

Consequently, the absence of global education in the new legal framework for Education has many implications on the implementation of GDE at the national level.

The first natural consequence is the lack of training provided to educators in these topics, since the only training courses available are solely facilitated by the non-formal sector of education (NGOs). Although, with this New Law of Education, a certification system is created to attest the competences acquired through the completion of these training courses provided by organisations from the non-formal sector.

The second consequence from this decision is the lack of nationwide public initiatives to promote the topics approached by Global Development Education, such as, the Sustainable Development Goals (SDGs). Also in this area NGOs are playing the main role. On this regard, the Bulgarian Platform for International Development, for instance, managed to: promote 12 regional meetings with representatives from the formal sector of education to discuss the inclusion of the UN Agenda 2030 in the education programs; to disseminate pedagogical tools for educators and students on the UN's SDGs; to implement, at the national level, the "Global School Award"; to create an online platform to promote the dissemination and discussion of these GDE topics; and to implement the 4th National Conference on Global Education.

CYPRUS

Among the Mediterranean countries, Cyprus has a longer tradition in development cooperation and aid. Global Education, its principles and deriving issues are effectively addressed and promoted on a more systematic and regular basis with the aim to develop students' literacy in all major issues of Global Education.

The issues and deriving values of Global Education are incorporated in the national curriculum aiming at the transformation of individuals into active citizens inspired by democracy, social justice and solidarity; people that respect the natural environment and promote sustainable development, experience and promote gender equality, understand and interpret natural and social phenomena.

To this end Education for Sustainable Development (ESD) is a complementary subject taught in formal (integrated in Pre-Primary and Primary Education and it is expected to be integrated in Secondary Education at a later stage) and non-formal teaching environments (Environmental Education Centres). The philosophy and objectives of ESD are in line/coincide with the philosophy and objectives of Global Education.

It is worth mentioning that since October 2007 the Council of Ministers adopted the National Strategy for Environmental Education focusing on Sustainable Development. The Strategy and its deriving actions have been used many times as an example of good practice.

Moreover the Interdepartmental Committee of the Ministry of Education and Culture on Global/Development Education was established in 2009 and since then it has been convening regularly. Members of the Committee are representatives from the European and International Affairs Office of the Ministry of Education and Culture (MOEC), the Pedagogical Institute, inspectors of Primary Education, inspectors from relevant fields of Secondary Education, as well as representatives from CYINDEP, the National Platform of NGOs, and the non-governmental organisations CARDET, Future Worlds Center and NGO Support Centre, which are working on GE/DE in Cyprus. The Committee works as a multi-stakeholder group with the aim of strengthening GE/DE in Cyprus through formal and non-formal education. Through the work of the committee, many collaborations have emerged over the past years between the governmental and non-governmental institutions working on GE/DE, thus enabling them to overcome to an extent the budgetary constraints faced due to the lack of financial resources for GE/DE. Some examples of collaborations include:

- the European Year for Development 2015 National Work Programme for Cyprus: For the first time two governmental organisations formulated a partnership with an NGO platform. The Ministry of Foreign Affairs as National Coordinator, the Cyprus Islandwide NGO Development Platform CYINDEP as National Beneficiary and the Ministry of Education and Culture (European and International Affairs Office) as Affiliate Partner worked together to realise the main five activities proposed under the EYD 2015 national work programme. The very successful programme aimed at raising awareness about international development towards children, youth and general public, by organising activities varying from documentary screenings, photo exhibition, public development lectures, a youth film competition in schools and a young journalists competition;

- collaboration under other EC-funded Development Education/Awareness Raising (DEAR) projects: The NGOs mentioned above are currently running, or run in the past years, GE/DE projects in Cyprus. Through the collaboration with the MOEC, a significant number of activities have been implemented such as:

- ✓ Teacher trainings

- ✓ Student trainings
- ✓ Development of educational material
- ✓ School gardens
- ✓ Other interactive activities, such as competitions, field visits, North-South exchanges
- ✓ Development of new technological tools
- ✓ Development of online learning courses

One of the main targets of the Ministry for the school year 2015-2016 was 'we make our schools green, we improve the quality of our life' which was linked to the 12 monthly themes identified by the European Year of Development 2015.

Since the Regional GDE Seminar took place in Sofia in December 2016, there have been many developments in the field of GE in Cyprus. Some of the highlights include the official visit of GENE – the Global Education Network Europe in Cyprus in February 2017 and hosting of a discussion at the House of Representatives chaired by the Chairman of the Parliamentary Committee on Educational Affairs and Culture. The GENE visit in Cyprus initiated the process of conducting a Peer Review on Global Education in Cyprus. During the 37th GENE Roundtable, which took place in October 2017 in Nicosia, the Peer Review was presented in the House of Representatives, with addresses by the Minister of Education and Culture, the President of the House of Representatives, the Deputy Chairman of the Parliamentary Committee on Educational Affairs and Culture, the Chairman of GENE, the representative of CYINDEP and the Head of the European and International Affairs Office of the MOEC. This research on the state of GE shows the strengths of GE, while it also provides concrete recommendations for improvement and enhancement of GE. Some of these recommendations are already taken on board, such as the participation of other relevant stakeholders in the Interdepartmental Committee on GE, such as the the Cyprus Youth Board and the Cyprus Youth Council, while there is already dialogue and planning to address the rest of the recommendations.

Relevant Documents:

Global Education in Cyprus, The European Global Education Peer Review Process, National Report on Cyprus

Review on the Implementation of the 2030 Agenda in Cyprus, Ministry of Foreign Affairs, the Republic of Cyprus

MALTA

Even during this current year migration continued to be perceived as a problem by Maltese citizens. Though the number of boats coming to Malta with refugees has lessened drastically, the migrants who were already in Malta have relocated in settlements across the two major islands so more local people are coming into contact them. Due to the rapid economic improvements there are also a good number of workers coming from Eastern Europe to seek work in the catering, gaming and financial service sectors. Problems of integration remain a problem in certain particular localities and in certain schools where children from different nationalities attend. I have visited a school in Gozo where the local children have become the minority group.

However, due to its long Catholic tradition a good number of Maltese do support appeals to help groups of refugees. Practical political initiatives are also being carried out to assist refugees, especially children and young people, to adapt better to life in Malta in collaboration with the local citizens. Appeals for greater security in certain localities are also being made by residents where conflicts between minority groups tend to occur. NGOs are doing their utmost to create links for better understanding between the locals and the refugees.

A significant number of educational projects related to GDE are already being implemented in the formal sector of education. This results, mainly, from the cooperation between the governmental actors, SKOP, The National Platform of Maltese NDGOs, and other NGOs, such as KOPIN, JRS and Nature Trust. The intention to promote the discussion of Development issues in educational institutions will also be reinforced through the implementation of the Learning Outcomes Framework. The implementation of this Framework, which resulted from the collaboration of national and foreign experts working in different educational institutions, will promote the insertion into the learning curricula of cross-curricular themes, such as Education for Diversity and Education for Sustainable Development. Unfortunately the introduction of the learning outcomes framework has been postponed. However in the meantime a good exercise was carried out where teachers were given the opportunity to review and discuss which adjustments were needed. In this way when the LOFs are actually introduced the teachers will be on board to accept the changes.

A good initiative by KOPIN was the programme on migration for educators. Those who participated gained useful information about the actual number of migrants in Malta and the official procedure for migrants to gain refugee status. The pity is that such courses are open on a voluntary basis when all educators should be well informed about the matter and not depend on what is projected by the social media.

The discussion of development issues as those of migration, climate change, the need to bridge the gap between the social classes and the developing and developed nations have been kept on the agenda of the government at both the local and international spheres. Various meetings were held in relation to these issues during the time that Malta held the EU Presidency for the first six months of 2017. Examples of environmental and social actions taken recently in Malta include the adoption of natural gas to generate the electricity supply and the legislation in favour of LGBTQ rights.

The challenges for development education in Malta include the need for closer collaboration between all stakeholders. There are various on-going projects focusing on particular issues such as Global Education Week in collaboration with the NSC, One World by Birdlife and the Young Reporters for the Environment by Nature Trust. These educational initiatives are open to all educators but only a selected number involve their students and participate with enthusiasm.

SKOP – E4C

Another important event during the past twelve months was SKOP's project called E4C - Educating for change: Capitalising on the EU Presidency in Malta to raise awareness on Agenda 2030.

This project sought to promote development education and raise awareness on development and cooperation policies by implementing a comprehensive capacity building programme to assist and support relevant national and local government representatives, civil society organisations in Malta and the general public.

This was complemented by activities to strengthen the national NGDO platform and a sub-granting NGO funding scheme to enhance organisations' ability to intervene within the development education and awareness raising (DEAR) sphere, in particular in the framework of Agenda 2030.

The sub-granting scheme sought to prioritise projects that were effective in fostering awareness and critical understanding of the interconnectedness of development issues and the relevance of SDGs at local and global level, using innovative approaches that will engage the final beneficiaries of the sub-granted projects in global issues.

E4C aimed to raise public awareness, in particular that of young people on development, whilst promoting a holistic and innovative approach to DEAR. Through focusing on building awareness and understanding of the relevance of the SDGs to Malta this project sought to anchor development in the daily reality of the general population and policy makers as well as CSOs in Malta.

Concluding comment

The way forward is to get all educators aboard by keeping them well informed about current development issues and assisted so they can inspire their students to adopt a more positive lifestyle for the world depends on us!

ROMANIA

In Romania, Global Education was implemented first as an extracurricular programme and later has known a fast and extensive development mainly due to the challenges that the contemporary global world has is constantly putting to youth to deal with.

Nowadays, more than ever, it is the duty of school to equip students with updated information together with social, cultural, civic skills as they are required by actual society. In the light of this state of facts, most of the educational stakeholders have drawn their attention to Global Development Education since it can serve such an aim best. Therefore, GDE has become an educational must per se, able to create contexts of skill practice.

Visible efforts have been made to implement GDE into the national compulsory curriculum throughout pre - university education. This process has been under the responsibility of the Ministry of National Education (MoNE) being supported, in a significant way, by numerous NGOs that have been invited to share their experience and expertise. Resulting from this effort, GDE has been successfully promoted by both formal and the non-formal educational systems.

As the main results achieved in the formal system of education, GE and GDE can be found both:

- as a distinct subject

Development Education was introduced in the national offer of the School based Curriculum elective studies (for high-school) under the MoNESR Order no. 3542/27.03.2015. It emerged as a result of the collaboration between MoNE and Agenda 21st APDD Association in the development and implementation of the project called "*Achievement of Millennium Development Goals – High School Teachers' and Students' Involvement on Development Education Projects*".

Intercultural Education (for high school) - approved by MO. no. 5817/2017;

Humanitarian International Law (for high school) - approved by MO. no. 4202/2011 etc.

- as thematic clusters (diversity, values, non-discrimination, human rights etc.) in the compulsory Social Sciences, History, Religion, Romanian language subjects. Both primary and lower secondary school syllabi have undergone a process of renewal and re-dimensioning with the view to ensuring and enhancing the gradual development of social skills, competences and values.
- The school syllabi (approved by Minister's Orders nr. 3252/16.02.2006, 5003/02.12.2014, 3393/28.02.2017) related to the Social Science subjects encompass clusters of topics centred on intercultural and non-discrimination education, tolerance and diversity, such as:
 - ✓ Primary school: critical thinking and child's rights (focusing on non-discrimination and diversity, protection of the rights of the children with special educational needs, coming from disadvantaged areas, children at risk.);
 - ✓ Lower secondary school: principles and values of the intercultural society (development of cultural identity, diversity acceptance, positive valorisation of differences, promotion of social inclusion, intercultural dialogue, deviations from the principles and values of the intercultural society: discrimination, segregation, xenophobia, racism – as forms of intolerance, and marginalization, exclusion and seclusion – as expressions and effects of lack of solidarity), educational and social inclusion, violence prevention;
 - ✓ Upper secondary school: social problems (discrimination, infringements, social conflicts, corruption, poverty).
- History lower secondary school curriculum aims to develop students' competence of valuing the historical facts and the social and cultural diversity with the view of counteracting racism, xenophobia, and discrimination. By means of relevant topics, such as: tolerance, cooperation, democracy vs. the Holocaust and the Gulag; post-war world; globalization, migrations, terrorism, new forms of entertainment and their consequences within the contemporary world, students are involved in learning activities of critical thinking and reflection. This curricular approach put an emphasis on:
 - valuing diversity in the didactic approach:
 - identifying the consequences of cultural interaction in the evolution of human communities;
 - analysing historical events by using sources that offer multiple perspectives;

- identifying common values of religions;

- designing products that illustrate the contribution of different civilizations to the development of the common cultural heritage;

- valuing of cultural diversity in the Romanian life (Brasov and Cluj, or Contemporary World and Globalization; The new cultural diversity and the informational revolution - the 5th grade).

- The new Religion syllabus specific to the lower secondary school (approved by MO no. 3393/2017) brings a fresh perspective on the concepts of religious identity, responsibilities, rights and obligations emergent of different religious identities, respect, compassion and sympathy for people of different religious beliefs and confessions. Moreover this syllabus aims to develop the intercultural competence focusing on the importance of religious diversity, communication abilities, the empathetic communication, cooperation based learning, conflict negotiation, the capacity of exploring and understanding different religious practices, beliefs, symbols, critical thinking. The educational content offers various perspectives (religious, historical, cultural) on the religious cults most frequently met in the European countries.
- At the same time, another compulsory subject, School Counselling and Personal Development (approved by MO no. 3393/2017), approaches these themes from the perspective of the life style quality and social abilities, in terms of human relationship quality, cultural and ethnic diversity, interculturalism, factors relevant to the improvement/deterioration of human relationships, labour issues – exploitation, gender/racial stereotypes, equal chances to self –accomplishment).
- The entire Romanian language curriculum promotes the empathetic cultural and intercultural behaviour. The new syllabi specific to the lower secondary school (approved by MO no. 3393/2017), put forth updated perspectives on: personal – national – cultural and linguistic identities, cultural differences, European cultural and linguistic contacts, all of them included in a component called Intercultural Elements – a compulsory part of the Romanian language syllabus.

In the area of non-formal education, MoNE adopted a comprehensive and coherent approach, harmonizing the formal dimension of education with its non-formal side by means of a wide range of local, county, and national extracurricular contests, competitions, and programmes envisaged as a valuable background for the social skill and competence practice. Most of the projects are developed and implemented in cooperation with the local authorities, NGOs and local mass media.

A very important national initiative implemented by MoNE in the field of non-formal education is the programme named "*A different kind of school*" that was launched in 2011 being based on a fresh philosophy centred on the cooperation between schools, educators, students with NGOs, governmental and non-governmental institutions, as well as local authorities. This project which is a compulsory part of the School Year, takes places on the 2nd Semester, and is divided into three stages (Preparatory Stage; Development Stage; Assessment Stage). During the first stage, an online platform intended to the description of

the NGO's projects is open by the MoNE, on its Website, to allow NGOs to post their ideas of projects so that schools could select the ideal partnership according with their intentions. The projects developed by schools are classified into ten major categories, one of them being Democratic Citizenship and Social Responsibility. At the end of programme, MoNE awards the best projects which get the highest score (given by evaluators and the number of students', parents', teachers' and partners' votes). Year by year the projects become more and more complex addressing globally actual topics and putting forth relevant solutions (e.g. *Children without labels; Citizenship, democracy, public opinion; Diversity makes the difference etc.*).

As far as the Global Education Programme comes into questions, it can be said to have become tradition in Romania. The impact of GE on all educational actors has been impressive, in terms of:

- ✓ students' creativity and more active presence in the public space;
- ✓ students' acknowledgement of their potential in improving the community life, as well as of their position as liaison between local community and authorities/NGOs;
- ✓ NGOs' interest in developing long term partnership projects with schools, taking into account schools' expertise in transposing GE concepts in practice and adapting them to the regional/county/local level and specificity;
- ✓ schools' openness to a variety of partnership projects.

Regarding the partnerships, the most active partner was *Agenda 21st APDD Association*, which implemented a wide range of initiatives intended to different types of groups. For instance, it contributed to the elaboration of the general framework of the national teaching plan according to the GDE values and respective learning outcomes. On the other hand, Agenda 21st implemented many projects, among which the most relevant was the one called "*Do you speak global?*" whose aim was to approach a variety of GDE topics, but with a special emphasis on the migration phenomenon and on the reality of multiculturalism. At the same time, Agenda 21st benefited from the expertise of the GE national coordinator in designing a GDE syllabus for NGO project replicators. Thus, the collaboration has been efficient and fruitful for both partners.

At the university level, some projects were developed and coordinated by the Ministry of Foreign Affairs in partnership with NGOs.

Overall, the progress that Romania has made in the GDE field is really significant, considering the curricular and extracurricular coverage that GDE has reached throughout the entire educational system (both pre-university and university education) along with the variety of projects implemented by the civil society.

SLOVENIA

With the accession of Slovenia to the European Union in 2004, the parliament adopted the strategic document Resolution on International Development Co-operation of the Republic of Slovenia (2008–2015) of which development education and awareness-raising are an integral part. In September 2017, Parliament adopted a renewed concerning strategic document.

In 2007, the Ministry of Education and Sport prepared conceptual Guidelines for Education for Sustainable Development that represents the first official document in the field of global education. Given its non-operational and not binding character, Slovenia does not possess a national strategy that would guarantee the necessary support to GE/DE. However, in 2017 SLOGA has been successful in advocating for Guidelines for Global Education with Ministry of Foreign Affairs to be developed and has started the preparation process.

Turbulent times have showed the importance of global education. The global crisis, which we have witnessed since 2008 and which has entered Slovenia with delay of several years, was one of the hallmarks of the long-term unsustainability of the system, which provides us with both surplus and vital products and services. The second warning comes from environmental and climate experts who point to the limits of economic growth, growth, which in any case does not provide additional jobs, while destroying our chances of long-term survival. The third warning comes in the form of rising migration waves that are becoming increasingly massive and dangerous to people who are on the move. It is precisely in these uncertain and unpredictable situations that the true value of global education can be shown.

In 2013, the SLOGA and the Ministry of Foreign Affairs shaped the Guidelines on cooperation between the Ministry of Foreign Affairs of the Republic of Slovenia, NGOs and the network of non-governmental organizations in the field of international development cooperation and humanitarian aid. The document is not substantive and legally binding and subject to regular auditing.

Migrant and refugee challenge in 2015-16, when half a million people crossed Slovenia, a country with 2 million residents, identified clear need for stronger and focused global education efforts in the country to counter extremist and radical viewpoints.

In 2016 SLOGA joined successful advocacy activities of the NGO community on national and European level for stronger wording on global education in the European Consensus on Development, key European policy document for implementation of the Agenda 2030.

In September 2017 Parliament adopted Resolution on international development cooperation in humanitarian aid that recognized a role of global education in poverty eradication and achieving sustainable development and asks from the state active support for global education activities. SLOGA has been actively involved in the process of the document's preparation, which was led by the Ministry of Foreign Affairs.

Slovenia does not have comprehensive development cooperation programs, and a relatively small share of GDP is allocated to official development assistance (0.19% of GDP in 2016), only a small number of NGOs are part of larger international networks, and most of them do not participate in development projects outside Slovenia. Unlike many other countries, the area of the global education is not at the frontier of the non-governmental sector, but at its core, as many educational and public awareness campaigns represent the bulk of NGO work, as evidenced by the fact that the GE working field is the largest working field of the platform, both in terms of membership and the extent of joint activities implemented.

As in many other countries, in Slovenia there are many different actors in the field of global education. NGOs occupy a central role in this regard, since they are the main initiators of educational activities, develop new pedagogical materials and methodologies, and directly

carry out numerous workshops, seminars and other lectures, and also work in advocacy and promotion of global education in the general public. Although NGOs play a central role, they are directly involved in complex power relations with other important actors – European Commission, CONCORD, Ministry of Foreign Affairs, Ministry of Education, Institute of the Republic of Slovenia for Education, LAs, schools ...

Since the term global education is mainly used by NGOs it is relatively unknown within formal educational sector. Instead, Education for Sustainable Development (ESD) is the term that is widely known in schooling environment. There seems to be, however, no major difference between concepts, regarding the content and methodology. However, through many activities, seminars and workshops implemented and many pedagogical tools for formal and non-formal education sector produced and especially through Global Education Weeks (SLOGA has been a national coordinator for GEW from 2006), global education has been more and more recognized and valued. Its value has been especially acknowledged by governmental and other official bodies since the refugee crisis in 2015.